



2 Day/Progress Monitoring Visit Report

Name of Institution Reviewed: Christian County High School

Date: March 2 - 4, 2016

Team Member: Lisa Carroll

Team Member: Pebbles Lancaster

Team Member: Tim Huddleston

Principal: Christopher Bentzel

Introduction

The KDE Internal School Review is designed to:

- provide feedback to Priority Schools regarding the progress on improving student performance during the preceding two years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- review of the 2013-2014 Leadership Assessment report
- examination of an array of student performance data
- Self-Assessment, Executive Summary and other diagnostics completed in ASSIST during the fall of 2015
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data collected in the fall of 2015
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.50	Team Rating for Standard 3 2.25
---	---	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.1	<p>The school/district's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.</p> <p>Level 4 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 3 Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p>Level 2 Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p>Level 1 Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.2	<p>Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>Level 4 Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction,</p>		

	<p>and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 2 School personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p>		

	Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self- reflection, and development of critical thinking skills. Teachers seldom or never personalize instructional strategies. Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
--	--

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. Level 3 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. Level 1 School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	3
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning. Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.		

	<p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.6	<p>Teachers implement the school's instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.</p> <p>Level 3 All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</p> <p>Level 1 Few or no school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Limited or no expectations for school personnel are included.</p>	3	3

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>	2	2

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.9	<p>The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.</p>	3	3

	<p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 2 School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
--	---

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		3	2
3.10	<p>Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>		

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015	68.7	69.7	64.6	No	No	No
2013-2014	66.2	67.2	68.7	Yes	Yes	No

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP End-of-Course Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
English II	40.3	55.8	40.3	55.4	40.8	56.8
Algebra II	29.3	36.0	50.7	37.9	22.0	38.2
Biology	19.9	36.3	23.8	39.8	17.6	39.7
U.S. History	32.3	51.3	37.3	58.0	43.5	56.9
Writing	36.7	48.2	40.3	43.3	45.2	50.0
Language Mech.	46.4	51.4	36.9	49.9	41.3	51.6

Percentage of Students Meeting Benchmarks on PLAN, Grade 10, at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	63.8	67.8	52.0	66.2	50.3	62.3
Math	13.5	25.8	14.7	25.6	12.9	27.9
Reading	33.5	43.2	31.5	48.0	25.0	43.7
Science	12.9	21.2	9.5	19.5	9.4	21.9

**Percentages of Students Meeting Benchmarks on ACT, Grade 11, at the School and in the State
(2012-2013, 2013-2014, 2014-2015)**

Content Area	Percentage School (12-13)	Percentage State (12-13)	Percentage School (13-14)	Percentage State (13-14)	Percentage School (14-15)	Percentage State (14-15)
English	50.5	53.1	47.1	55.9	39.6	55.3
Math	33.8	39.6	23.5	43.5	20.7	38.1
Reading	37.1	44.2	36.9	47.1	28.5	47.4

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math	47.0	30.2	No	41.0	27.1	No
Reading	45.6	39.6	No	38.3	35.5	No
Math	48.3	20.7	No	43.6	18.7	No
Science	29.1	17.3	No	24.3	14.8	No
Social Studies	37.3	40.8	Yes	31.4	32.7	Yes
Writing	43.8	42.6	No	37.8	37.7	No

School Achievement of College and Career Readiness (CCR) and Graduation Rate Delivery Targets (2014-2015)

Delivery Target Type	Delivery Target (School)	Actual Score (School)	Actual Score (State)	Met Target (Yes or No)
College and Career Readiness	62.5	50.3	66.9	No
Graduation Rate (for 4-year adjusted cohort)	90.9	90.2	88.0	No
Graduation Rate (for 5-year adjusted cohort)	92.5	89.1	89.0	No

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/ Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities	2.65	2.57	2.00	2.20	9.4	Proficient
Practical Living	2.33	2.33	2.56	2.17	9.4	Proficient
Writing	2.00	2.00	2.11	2.00	8.1	Proficient

World Language and Global Competency*	1.14	1.20	0.78	0.62	3.7	Needs Improvement
--	------	------	------	------	-----	-------------------

*The 2014-15 World Language Program Reviews scores for High Schools will be included with other program reviews to generate the comparable 2014-15 program review baseline score needed for 2015-16 accountability reporting.

Summary of School and Student Performance Data

Plus

- The school's AMO (Annual Measurable Objective) goal was met in 2013-14.
- The school's participation rate goal was met in 2013-14.
- Algebra II EOC (End-of-Course) scores made a gain of 21.4 points from 2012-13 to 2013-14.
- Biology scores improved from 2012-13 to 2013-14.
- U.S. History scores improved consistently each year.
- Writing scores improved from 2012-13 to 2014-15.
- Algebra II was above the state average in 2013-14.
- English II scores increased from 2013-14 to 2014-15.
- On the PLAN, the percentage of students meeting benchmark scores in math improved 1.2 points from 2012-13 to 2013-14.
- The Proficiency Delivery target was met in social studies.
- Graduation rate is above the state.
- Program Review scores are classified as Proficient in Arts and Humanities, Practical Living, and Writing.

Delta

- The school did not make its AMO in 2014-15.
- The school's overall score dropped by 4.1 points.
- Participation rate was not met for 2014-15.
- Graduation rate was not met in either 2013-14 or 2014-15.
- While U.S. History scores improved, they did not meet the state average over the course of any of the three years.
- Algebra II EOC (End-of-Course) scores dropped 28.7 points from 2013-14 to 2014-15.
- Biology EOC scores dropped 6.2 points from 2013-14 to 2014-15.
- Algebra II and Biology made gains from 2012-13 to 2013-14 but then dropped in scores from 2013-14 to 2014-15.
- English II scores showed little improvement over the course of the three years reviewed.
- Except for Algebra II in 2013-14, none of the content area percentages of students meeting or exceeding proficiency are above the state percentages for any of the three years reviewed.
- On the PLAN, the percentage of students meeting benchmark in English, math, reading, and science all dropped from 2013-14 to 2014-15.
- On the PLAN, the percentage of students meeting benchmark in English, math, reading, and science all are below the state percentage in each year reviewed.
- On the PLAN, the percentage of students scoring proficient in science is a single digit.
- On the ACT, the percentage of students meeting benchmark in English, math, and reading all dropped significantly in each year reviewed.
- On the ACT, the percentage of students meeting benchmark in English, math, and reading all are significantly below the state percentage in each year reviewed.
- Gap Delivery targets were not met in combined reading and math, reading, math, science, or writing.

- Proficiency Delivery targets were not met in combined reading and math, reading, math, science, or writing.
- College and Career Readiness (CCR) targets were not met.
- College and Career Readiness scores are below the state score.
- Graduation rate did not meet its Delivery target.

Stakeholder Survey Results

Indicator	Parent Survey		Student Survey		Staff Survey	
	Survey Item	%agree/ strongly agree	ms/hs Survey Item	%agree/ strongly agree	Survey Item	%agree/ strongly agree
3.1	10	45.0	10	64.4	26	80.6
3.1	11	35.0	11	40.2	51	97.2
3.1	13	30.0	17	26.4		
3.1	34	50.0	32	60.9		
3.2	21	42.5	17	26.4	16	86.1
3.2					22	84.7
3.3	12	45.0	10	64.4	17	77.8
3.3	13	30.0	16	54.0	18	80.6
3.3	22	62.5	17	26.4	19	69.4
3.3			26	64.4		
3.4					3	98.6
3.4					11	98.6
3.4					12	95.8
3.4					13	93.1
3.5	14	37.5	5	55.1	8	90.3
3.5					24	97.2
3.5					25	86.11
3.6	19	72.5	9	67.8	20	88.9
3.6	21	47.5	18	80.5	21	77.8
3.6			20	58.6	22	84.73
3.7	14	37.5	5	55.1	8	90.3
3.7					30	87.5
3.7					31	88.9
3.8	9	66.7	13	42.5	15	95.8
3.8	15	35.0	21	35.6	34	62.5

3.8	16	22.5			35	94.4
3.8	17	42.5				
3.8	35	37.5				
3.9	20	62.5	14	43.7	28	91.7
3.9						
3.10			22	66.7	9	95.8
3.10					21	77.8
3.10					23	93.1
3.11					32	94.4
3.11					33	91.7
3.12	13	30.0	1	74.2	27	91.7
3.12	23	52.5	17	26.4	29	87.5

Summary of Stakeholder Feedback

Plus

- Eighty-one percent of students strongly agree/agree with the statement, “All of my teachers explain their expectations for learning and behavior so I can be successful.”
- Ninety-nine percent of staff strongly agree/agree with the statement, “Our school’s purpose statement is based on shared values and beliefs that guide decision-making.”
- Ninety-nine percent of staff strongly agree/agree with the statement, “Our school’s leaders hold all staff members accountable for student learning.”
- Ninety-seven percent of staff strongly agree/agree with the statement, “Our school uses data to monitor student readiness and success at the next level.”
- Ninety-seven percent of staff strongly agree/agree with the statement, “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”
- Ninety-six percent of staff strongly agree/agree with the statement, “Our school’s leaders provide opportunities for stakeholders to be involved in the school.”
- Ninety-six percent of staff strongly agree/agree with the statement, “Our school’s leaders regularly evaluate staff members on criteria designed to improve teaching and learning.”
- Ninety-four percent of staff strongly agree/agree with the statement, “In our school, all stakeholders are informed of policies, processes, and procedures related to grading and reporting.”
- Ninety-three percent of staff strongly agree/agree with the statement, “Our school’s leaders ensure all staff members use supervisory feedback to improve student learning.”
- Ninety percent of staff strongly agree/agree with the statement, “Our school’s leaders support an innovative and collaborative culture.”

Delta

- Sixty-eight percent of students strongly agree/agree with the statement, “My school gives me multiple assessments to check my understanding of what was taught.”
- Sixty-seven percent of students strongly agree/agree with the statement, “All of my teachers fairly grade and evaluate my work.”

- Sixty-four percent of students strongly agree/agree with the statement, “My school provides me with challenging curriculum and learning experiences.”
- Fifty-nine percent of students strongly agree/agree with the statement, “All of my teachers provide me with information about my learning and grades.”
- Fifty-five percent of students strongly agree/agree with the statement, “In my school, teachers work together to improve student learning.”
- Fifty-four percent of students strongly agree/agree with the statement, “All of my teachers use a variety of teaching methods and learning activities to help me develop the skills I will need to succeed.”
- Forty-three percent of students strongly agree/agree with the statement, “My school offers opportunities for my family to become involved in school activities and my learning.”
- Forty-four percent of students strongly agree/agree with the statement, “My school makes sure there is at least one adult who knows me well and shows interest in my education and future.”
- Forty percent of students strongly agree/agree with the statement, “My school prepares me to deal with issues I may face in the future.”
- Thirty-six percent of students strongly agree/agree with the statement, “All of my teachers keep my family informed of my academic progress.”
- Twenty-six percent of students strongly agree/agree with the statement, “All of my teachers change their teaching to meet my learning needs.”
- Seventy-three percent of parents strongly agree/agree with the statement, “My child knows the expectations for learning in all classes.”
- Sixty-seven percent of parents strongly agree/agree with the statement, “Our school provides opportunities for stakeholders to be involved in the school.”
- Sixty-three percent of parents strongly agree/agree with the statement, “My child has at least one adult advocate in the school.”
- Sixty-three percent of parents strongly agree/agree with the statement, “My child has up-to-date computers and other technology to learn.”
- Fifty-three percent of parents strongly agree/agree with the statement, “My child has access to support services based on his/her identified needs.”
- Fifty percent of parents strongly agree/agree with the statement, “My child is prepared for success in the next school year.”
- Forty-eight percent of parents strongly agree/agree with the statement, “My child is given multiple assessments to measure his/her understanding of what is being taught.”
- Forty-five percent of parents strongly agree/agree with the statement, “All of my child’s teachers provide an equitable curriculum that meets his/her learning needs.”
- Forty-eight percent of parents strongly agree/agree with the statement, “My child is given multiple assessments to measure his/her understanding of what is being taught.”
- Forty-five percent of parents strongly agree/agree with the statement, “All of my child’s teachers use a variety of teaching strategies and learning activities.”
- Forty-three percent of parents strongly agree/agree with the statement, “All of my child’s teachers report on my child’s progress in an easy to understand language.”
- Thirty-eight percent of parents strongly agree/agree with the statement, “All of my child’s teachers work as a team to help my child learn.”
- Thirty-eight percent of parents strongly agree/agree with the statement, “My child has administrators and teachers that monitor and inform me of his/her learning progress.”
- Thirty-five percent of parents strongly agree/agree with the statement, “All of my child’s teachers give work that challenges my child.”
- Thirty-five percent of parents strongly agree/agree with the statement, “All of my child’s teachers help me to understand my child’s progress.”
- Thirty percent of parents strongly agree/agree with the statement, “All of my child’s teachers meet his/her learning needs by individualizing instruction.”

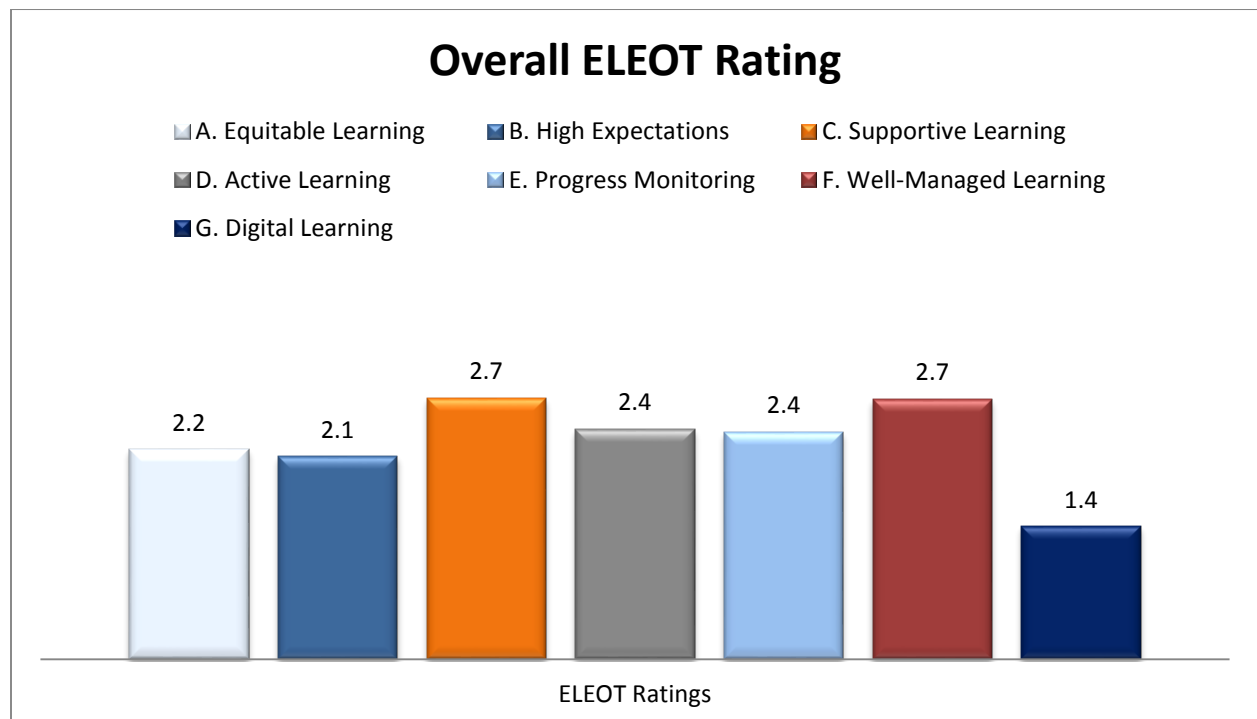
- Twenty-three percent of parents strongly agree/agree with the statement, “All of my child’s teachers keep me informed regularly of how my child is being graded.”
- Sixty-nine percent of staff strongly agree/agree with the statement, “All teachers in our school use a variety of technologies as instructional resources.”
- Sixty-three percent of staff strongly agree/agree with the statement, “In our school, all school personnel regularly engage families in their children’s learning progress.”

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 18 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- Instances in which the students had equal access to classroom discussions, activities, resources, technology, and support were evident/very evident in 77 percent of the classrooms observed.
- Occurrences where the student knows that rules and consequences are fair, clear, and consistently applied were evident/very evident in 72 percent of the classrooms observed.

Delta

- Occurrences where students have differentiated learning opportunities and activities that meet her/his needs were evident in 11 percent of classrooms.
- Instances in which the student has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences were evident in 6 percent of the classrooms observed.

High Expectations Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- Instances in which the student is tasked with activities and learning that are challenging but attainable were evident/very evident in 34 percent of the classrooms observed.
- Occurrences in which the student is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing) were evident in 28 percent of the classrooms observed.
- Instances in which the student is engaged in rigorous coursework, discussions, and/or tasks were evident in 28 percent of the classrooms observed.
- Occurrences in which the student is provided exemplars of high quality work were evident/very evident in 17 percent of the classrooms observed.

Supportive Learning Environment

Plus

- Occurrences in which the student is provided support and assistance to understand content and accomplish tasks were evident/very evident in 89 percent of the classrooms observed.
- Instances in which the student demonstrates or expresses that learning experiences are positive were evident/very evident in 78 percent of the classrooms observed.
- Occurrences in which the student demonstrates positive attitude about the classroom and learning were evident/very evident in 73 percent of the classrooms observed.

Delta

- There were no deltas for this Learning Environment.

Active Learning Environment

Plus

- Occurrences in which the student has several opportunities to engage in discussions with teacher and other student were evident/very evident in 73 percent of the classrooms observed.

Delta

- Instances in which the student makes connections from content to real life experiences were evident in 28 percent of the classrooms observed.

Progress Monitoring Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- Instances in which the student is asked and/or quizzed about individual progress/learning were evident/very evident in 50 percent of the classrooms observed.
- Occurrences in which the student responds to teacher feedback to improve understanding were evident/very evident in 39 percent of the classrooms observed.

Well-Managed Learning

Plus

- Instances in which the student speaks and interacts respectfully with teacher(s) and peers were evident/very evident in 83 percent of the classrooms observed.
- Occurrences in which the student follows classroom rules and works well with others were evident/very evident in 66 percent of the classrooms observed.

Delta

- There were no deltas for this Learning Environment.

Digital Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- Instances where students use digital tools/technology to gather, evaluate, and/or use information for learning were evident/very evident in 23 percent of the classrooms observed.
- Occurrences where students use digital tools/technology to conduct research, solve problems, and/or create original works for learning were evident/very evident in 17 percent of the classrooms observed.
- Instances where students use digital tools/technology to communicate and work collaboratively for learning were evident/very evident in 0 percent of the classrooms observed.

Attachments:

- 1) eleot™ Worksheet

2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2014-15 Diagnostic Review for Christian County High School.

Improvement Priority 1: Create a formal structure that will ensure each student is well known by at least one adult advocate who supports that student's educational experience. Further ensure the structure allows school employees to gain significant insight into student needs regarding the effectiveness of educational programs and services to develop the learning, thinking, and life skills for all students.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Advisory 30/60/90 plan
- Advisory curriculum and activities
- Teacher and student surveys on advisory program
- Advisory Committee agendas/minutes
- Master schedule with time for formal adult advocate structure
- Survey results
- Daily advisory checks
- Advisory lesson plans

School Supporting Rationale:

We implemented Student Advisory at the start of the 2015-2016 school year. Our IBC (instructional behavior coach) develops daily lesson plans for our teachers and monitors implementation on a regular basis. The goals of the advisory program are to foster relationships, assist students with social, emotional, and academic issues, and monitor academic/CCR progress. These goals are addressed through three instructional areas: academic, community and PBIS (Positive Behavioral Interventions and Supports). We have an allotted twenty-two minute timeframe for advisory during fifth period classes. We are working to get all teachers to implement the program with fidelity.

Team Evidence:

- School bell schedule
- 30/60/90 advisory plan
- Advisory Week 1 (8/31/15) lesson plans
- Example of weekly email to teachers regarding advisory
- Advisory lesson plans and examples of activities in PowerPoint and PDF
- SSR (sustained silent reading) reading log for advisory
- Stakeholder interviews
- 2015 Feedback Report Addendum

- Advisory surveys and data

Team Supporting Rationale:

A formal structure has been created that ensures each student is well-known by at least one adult advocate who supports that student's educational experience. This structure allows school employees to gain significant insight into student needs; however, creating advisory lessons that are differentiated by grade level would improve the development of the learning, thinking, and life skills for all students.

Revise the monitoring system for the advisory program to include an accountability component ensuring all teachers implement the program with fidelity resulting in an advancement of success in this target.

Improvement Priority 2: Develop and consistently implement practices that will foster "results driven" improvement planning. Ensure that these practices:

- 1) Document the systematic collection, analysis and use of assessment data (state, interim, and common assessments) including the ways the data and information are being used to guide improvement planning initiatives. One approach would be to more fully embrace the full implementation of the Quarterly Report framework currently being used by the KDE (Kentucky Department of Education) Educational Recovery staff.
- 2) Document the development and regular implementation (e.g., once each semester) of a process for determining verifiable improvement in student learning and next level preparedness, such as a comparison of student academic grades and standardized test results, analysis of student growth as evidenced in a review of EXPLORE, PLAN and ACT assessments, analysis of student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Tyler Pulse data system
- Quarterly Report
- Comprehensive School Improvement Plan, 30/60/90 instructional plan, Gap 30-60-90 plan, Continuous Improvement (Assessment Plan) 30/60/90 plan, CCR plan and data tracking
- eleot™ walkthrough data, instructional coaching plan, TPGES documents, professional growth plans
- Pacing guides with learning objectives
- Lesson plans, PLC instructional calendars, PLC engagement lessons and protocol, student collaboration photos
- Survey results
- Syllabi
- Report Card, Grade Cam scoring schoolwide
- Common assessments and data reflection protocol that prompted modification in instruction

School Supporting Rationale:

- The Quarterly Report is completed in a collaborative effort amongst the leadership team.
- The teachers at our school had never tracked data using a systematic process. We are currently working with our teachers in the PLC process to monitor student progress and learning. In addition, our district is helping us to build a system to track all standardized testing data in one location using Tyler Pulse. In the meantime, our EOC teachers are building their own data sheets to track student progress to analyze student growth. We hired a CCR coach and an ACT coach using our SIG (School Improvement Grant) funds. Finally, we are working more closely with Gateway and our CTE (Career and Technical Education) teachers on career readiness.

Team Evidence:

- 30/60/90 Continuous Improvement/Data Plan
- Bubble sheet for compiling assessment data
- Discovery benchmark testing schedule
- PLC common assessment data
- CCHS version eleot™ walkthrough template
- Assessment analysis U.S. History Unit 4
- English 2 common assessment analysis cycle 2
- English 1 semester final
- PLC work product checklist
- Protocol for evaluating common assessments
- Grade Cam & data analysis reflections
- Data analysis tool for PLC reflection
- 2015 Feedback Report Addendum
- Stakeholder interviews

Team Supporting Rationale:

The leadership team has developed a process of documenting a systematic collection, analysis and use of assessment data (state, interim, and common assessments) including ways the data and information are being used to guide improvement planning initiatives. The school has fully embraced the Quarterly Report process and developed 30/60/90 day plans for each school initiative.

Although there is a plan to utilize a database system (Tyler Pulse), this plan has not been implemented at the time of this visit. Tyler Pulse has the capacity to intersect student academic grades and standardized test results, analyze student growth as evidenced in a review of standardized assessments, track student growth over multiple years in literacy and numeracy based on standardized measure such as Discovery Ed assessments, analysis of academic grades, and Advanced Placement assessments. The system can also compare other data measures including behavior, attendance, and socioeconomic status.

According to the Comprehensive School Improvement Plan, the timeline for implementation for “Tyler Pulse” system was August 12, 2015. The school did not meet this timeline for implementation nor did the school develop an alternative method for this improvement priority. Attention needs to be given to this priority in a timely manner.

Improvement Priority 3: Develop, implement, and monitor a school wide “instructional process” that ensures all students are 1) clearly informed of learning expectations, 2) provided exemplars of high quality work, and 3) given multiple opportunities to demonstrate their understanding of content

through formative assessments. Further ensure that the implementation of the instructional process also results in teachers consistently using assessment data, (including formative assessment data) to inform modifications to instruction, including the use of differentiated/individualized instruction, and that students are provided specific and timely feedback about their learning.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Comprehensive School Improvement Plan (CSIP), 30/60/90 instructional plan, Gap 30-60-90 plan, data tracking 30/60/90 plan, CCR plan and data tracking
- eleot™ walkthrough data, instructional coaching plan, TPGES documents, professional growth plans
- Pacing guides with learning objectives
- Lesson plans, PLC instructional calendars, PLC engagement lessons and protocol, student collaboration photos
- Survey results
- Syllabi
- Report Card, Grade Cam scoring schoolwide
- Common assessments and data reflection protocol that prompted modification in instruction
- Samples of exemplars used to guide and inform student learning, rubrics/scoring guides

School Supporting Rationale:

We have fully implemented the PLC process at our school. We meet weekly in our PLC meetings to ensure that the teachers are meeting the instructional needs of our students. Our SIG funds have allowed us to pay the teachers for extended PLCs on designated Wednesdays each month. PLC teams have common planning time that allows them to meet informally throughout the week. We are focusing on instruction, assessment, student engagement, and data. We worked with our district to develop standards-based pacing guides across all core areas. In addition, our common assessments are developed with their PLC team members and reviewed by our curriculum coaches. Our curriculum coaches observe and meet with our teachers to monitor instruction, provide feedback, and offer instructional strategies. All teachers are required to use GradeCam for common assessment data. This allows our students to receive instant feedback, and they are able to correct their answers on the spot. Our instruction is improving, and our students are more actively involved in their learning. Our next steps include utilizing formative assessments in all classrooms and providing our students with exemplars on a more routine basis. In addition, we need to utilize more differentiation strategies for individual students.

Team Evidence:

- 30/60/90 instructional plan
- PLC teacher instructional calendars
- PLC Week 1 Standards Planning Protocol
- CCHS version eleot™ walkthrough template
- Lesson plan template

- 30/60/90 gap plan
- ACT prep info
- Eleot™ walkthrough data
- Stakeholder interviews
- 2015 Feedback Report Addendum
- Colonel ICU
- 30/60/90 PBIS plan
- ESS tutoring
- Junior Boot Camp information

Team Supporting Rationale:

A schoolwide instructional process has been developed, implemented and is monitored; however, of the required components only “learning expectations” is met consistently. Provide an intentional focus on 1) uses exemplars of high-quality work, 2) uses formative assessment measures to guide and inform the ongoing modification of instruction, 3) provide students with specific and timely feedback about their learning, and 4) uses differentiated/individualized instruction to meet student needs.

Evidence from the eleot™ observation data revealed the following:

- Occurrences in which the student is provided exemplars of high-quality work were evident/very evident in 17 percent of the classrooms observed.
- Instances in which the student is asked and/or quizzed about individual progress/learning were evident/very evident in 50 percent of the classrooms observed.
- Occurrences in which the student responds to teacher feedback to improve understanding were evident/very evident in 39 percent of the classrooms observed.
- Occurrences where students have differentiated learning opportunities and activities that meet her/his needs were evident in 11 percent of classrooms.

The leadership team coaching model must expand to include teacher accountability and coaching in the above areas.

Improvement Priority 4: Engage all stakeholder groups (teachers, parents, students) in a comprehensive process to review, revise and communicate a school statement of purpose that commits to high expectations for student achievement and success.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Mission/beliefs 30/60/90 plan
- Mission/beliefs statement
- Examples of communicating mission/beliefs
- Continuous listing of students reciting mission statement
- Morning announcements-mission statement
- Beginning list of teacher’s reciting mission

School Supporting Rationale:

Over the summer, we involved our teachers in the development of our mission statement. We had multiple meetings with our department heads and teachers to create our mission. It is communicated with our students on a daily basis. Our mission statement is located on all school documents, and it has been placed on our school webpage. Our next step is to share it with more of our parents, so we can involve all stakeholders.

Team Evidence:

- Mission/belief/value statement
- 30/60/90 mission/belief/value statement
- Survey results
- Stakeholder interviews
- 2015 Feedback Report Addendum
- CSIP

Team Supporting Rationale:

The school vision/mission/beliefs statements were developed that conveyed a commitment to high expectations for student achievement and success; however, this process was limited to school and district staff. The resulting school mission statement/slogan are communicated to all stakeholders. School leadership needs to implement a regular process for reviewing and revising the mission statement/slogan to actively include all stakeholders (staff, students, and parents) in each step of the process.

Improvement Priority 5: Engage in an inclusive and collaborative process to develop a formal statement which defines schoolwide shared values and beliefs about teaching and learning that commit to the creation of a culture that supports challenging and equitable educational programs and learning experiences for all students. Ensure that the commitments reflected in this document guide the development of the school's formal statement of purpose and direction as well as all school improvement planning initiatives.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Mission/beliefs 30/60/90 plan
- Mission/beliefs statement
- Examples of communicating mission/beliefs

School Supporting Rationale:

Before the start of the 2015-2016 school year, our principal met with every teacher, and he asked them to write down two beliefs about the school and its students. Next, he took the list and shared it with the department heads. Together, the department heads narrowed down the list to present to the faculty. At that point, a survey was sent to all faculty members to choose the seven statements that have become the CCHS beliefs. All decisions within our school are being made with an emphasis on consistency with our beliefs. So far, we have mostly focused on our mission statement with our stakeholders. Our next step is to give our beliefs the same focus.

Team Evidence:

- Mission/belief/value statement
- 30/60/90 mission/belief/value statement
- Survey results
- CSIP
- 2015 Feedback Report Addendum
- Stakeholder interviews
- Agenda/minutes of collaborative learning committees

Team Supporting Rationale:

The school leadership team led the faculty through a process in which seven belief statements were developed that conveyed a commitment to a culture that supports challenging and equitable educational programs and learning experiences for all students; however, this process was limited to school and district staff. The resulting school mission statement/slogan are communicated to all stakeholders. School leadership needs to implement a regular process for reviewing and revising these belief statements actively including all stakeholders (staff, students, and parents) in each step of the process resulting in a document that reflects these beliefs. The leadership team must ensure that the commitments reflected in this document guide the development of the school's formal statement of purpose and direction as well as all school improvement planning initiatives.

Improvement Priority 6: Establish a formal process that involves district leaders and the Board of Education in examining the effectiveness of grading policies and practices. Use results to develop revised policies that ensure grades are based on the attainment of content knowledge and skills and that grading practices are consistently implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students. Develop strategies to monitor the effectiveness of grading policies and procedures and communicate grading process to all stakeholders.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
X		This improvement priority has been addressed satisfactorily.
	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

- Mission/beliefs 30/60/90 plan, grading policy 30/60/90 plan
- Mission/beliefs statement
- Documentation of teacher grade checks, student failure list
- Grading policy survey

- Surveys

School Supporting Rationale:

Before the start of the 2015-2016 school year, we developed a school-wide grading policy that has been aligned with our district grading policy. Our policy was designed to meet the needs of the students within our school. With the permission of the superintendent, the advisory council made the grading policy official. These grading practices have been implemented across all grade levels. The grades are monitored on a weekly basis to ensure that the policy is being implemented with fidelity.

Team Evidence:

- 30/60/90 grading plan
- Grading policy
- Report Card samples
- Grading policy in syllabi
- Teacher grade checks
- 2015 Feedback Report Addendum
- Stakeholder interviews

Team Supporting Rationale:

A process was utilized to examine the effectiveness of the current grading policies and practices. As a result, a revised grading policy was developed and communicated to all stakeholders. Although the attempt was made to create a policy that guaranteed grading practices are consistently implemented across grade levels and similar courses to ensure equitable treatment and high expectations for all students, further action is needed. Areas for further improvement are as follows:

- Evaluate the effectiveness of the current grading policy and practices for congruency in measurement of mastery of standards, content knowledge, and skills.
- Monitor the implementation of the policy for school-wide consistency.
- Provide clear and precise communication regarding consistent implementation of grading practices removing various interpretations and misconceptions.
- Collaborate with district-level staff and the board of education throughout this process to advance success with this initiative.